A social and philosophical analysis of the values of European education

Un análisis social y filosófico de los valores de la Educación europea

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Abstract

The modern European education system is strongly influenced by the global trends of civilizational development. In the axiological dimension, there is a balancing act between the dynamic trends of innovativeness and traditional elements of the authenticity of the educational environment. The socio-philosophical value segment in education is at the stage of searching for optimal synergetic interactions at local and global levels. The scientific exploration aims to comprehend the peculiarities of social value elements of the European educational space and to renew a separate axiological cluster of the socio-educational paradigm of modernity. The article aims to structure theoretically outlook and practically dynamic socio-philosophical value concepts and their correlation in the European educational environment. The study used general scientific and scientific-pedagogical methods with the involvement of synergetic methodological principles. The results of the study indicate axiological gaps between traditionality and innovation in the European educational system and the need for the alignment of value constants. A promising

Resumen

El sistema educativo europeo moderno está fuertemente influido por las tendencias mundiales de desarrollo de la civilización. En la dimensión axiológica, existe un equilibrio entre las tendencias dinámicas de innovación y los elementos tradicionales de autenticidad del entorno educativo. El segmento de valores sociofilosóficos de la educación se encuentra en la fase de búsqueda de interacciones sinérgicas óptimas a escala local y mundial. El objetivo de la exploración científica es comprender las peculiaridades de los elementos de valor social del espacio educativo europeo y renovar un grupo axiológico separado del paradigma socioeducativo de la modernidad. El objetivo del artículo es estructurar conceptos de valor sociofilosófico teóricamente prospectivos y prácticamente dinámicos y su correlación en el entorno educativo europeo. En el estudio se utilizaron métodos científicos y científico-pedagógicos generales con la participación de principios metodológicos sinérgicos. Los resultados del estudio indican la existencia de lagunas axiológicas entre la tradicionalidad y la innovación en el sistema educativo europeo y la necesidad de alinear las constantes de valor. Una

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direction of research is the formation of a progressive value paradigm, in which the system of values will meet the requirements of the time and become a guide to social development in general. So, in the modern educational system two types of values are relevant: dynamic, practically oriented - mobility, inclusiveness, innovativeness; fundamental, theoretical, and ideological - humanization, tolerance, identity.

Keywords: social values, axiology of education, European education system, innovativeness of education, fundamentality of education.

dirección prometedora de la investigación es la formación de un paradigma de valores progresivo, en el que el sistema de valores cumpla los requisitos de la época y se convierta en una guía para el desarrollo social en general. Así, en el sistema educativo moderno son relevantes dos tipos de valores: dinámicos, orientados a la práctica - movilidad, inclusividad, innovación; fundamentales, teóricos e ideológicos - humanización, tolerancia, identidad.

Palabras clave: valores sociales, axiología de la educación, sistema educativo europeo, carácter innovador de la educación, carácter fundamental de la educación.

Introduction

Today's dynamic world dictates the conditions for the development of all spheres of social activity. The same dynamism is the basis for the construction or renewal of value paradigms. At the same time, the educational space notes the need for stable, fundamental, and, sometimes, conservative axiological approaches. Socio-philosophical analysis actualizes the contradictions at the level of: traditionalism-innovativeness. Consequently, the goal of scientific exploration is to find the optimal format of the value paradigm in which:

- the fundamental socially oriented value components of the European educational space have been preserved;
- the need to update educational value priorities practically online has been actualized.

The education of the future requires a new rationale for goal-oriented foundations, which leads to the need to renew value beliefs (Devadze et al, 2022). The functions of education related to the welfare, well-being, and development of society are realized only in the presence of a relevant and effective value paradigm. The proposed study attempts to analyze the value attitudes (fundamental and dynamic) of modern European education in social and human dimensions.

Theoretical Framework or Literature Review

In the study of Dollinger et al. (2018), we find an interpretation of the path of "co-creation of value as a process of feedback of opinions, personal beliefs, and other resources of students, educators, and educational institutions, which results in the formation of mutual value." The synergetic approach begins to dominate the

research on education axiology of modern scientific and pedagogical discourse. The socio-philosophical analysis of values in European education involves covering not only the value elements but also their formation, transmission, and observance. In addition, an important aspect is the human dimension of educational values, because in the educational space of its participants are both creators or translators of these elements, and observers.

We find pragmatic approaches to value norms in the educational sphere in the scientific exploration of Maaranen et al., (2019). The theory of positive learning, implemented in European education (Saloviita, 2020), is a kind of reference point in the formation of a proper social environment, which is a carrier of educational.

It should be noted that the values of the educational environment correlate with the socio-political realities of European community development (Dijkstra et al., 2020), sometimes determining the vectors of its development (Kunst et al., 2020). Also, the axiological dimension of education is related to the socio-economic segment of the development of European society (Pisoni, 2019) and its innovative trends of technological, digital, and informational development (Makransky & Lilleholt, 2018).

On the one hand, there is a significant amount of research and results on the value elements of European education in scientific and pedagogical discourse. At the same time, we note the insufficient coverage of the socio-philosophical problem of the value dimensions of European education. First of all, we should focus attention on the lack of works on the correlation of values

in the context of the rapid innovative development of society and education (assuming that such a correlation in European education in the context of sustainable development is one of the most effective in the scientific and pedagogical discourse).

Methodology

In the study, there is often a confrontation of methodological approaches of a philosophical nature: dialectics vs. synergetics. This is especially evident when the problem of values acquires a socio-philosophical dimension.

One of the methodological approaches to actualize the values mentioned in the study (principles of involvement, dynamism, and authenticity) can be considered the program of global citizenship (Tarozzi & Mallon, 2019). It is noted that the international (and in the European case, the allied) system of educational initiatives (structural and institutional) is designed to level the factors that impede the implementation of the principles of the sociocultural identity of the individual in the educational space. Through the educational process, a sense of legal and cultural security of its participants is formed.

Fornara et al (2020) use the methodological principles of the theory of "values-beliefs-norms", which can be implemented in the educational space. Civilized society has long since concluded that deliberate prohibitions are much more effective than obligatory ones. Therefore, values formed on beliefs become norms much faster. European education has assumed the mission of forming such beliefs.

The methodological approach that ensures the informative and communicative incorporation of values into educational strategies is the concept of multilingualism and translingualism (García & Otheguy, 2020). Virtually every value setting of the contemporary European educational space, which is illuminated in socio-philosophical terms, requires a corresponding translation and dissemination. The linguistic problem turns into an opportunity in the modern axiological educational paradigm. The linguistic potential contributes to the realization of European values both in a general civilizational manifestation and in a concretized educational.

Results and Discussion

The modern system of European education is dominated by a pragmatic approach to the organization of the teaching-learning process,

which is reflected in the formation of value priorities for the development of this sphere of social activity. The vast majority of practicing teachers focus on the practice-oriented cluster of educational activities, primarily related to the training of applicants for educational level and issues of teacher qualification (Maaranen et al., 2019). This approach identifies the priority values associated with the professional-competency elements of education. Civic, social, and moral aspects become important, but not paramount, in the axiological hierarchy of the European educational system. This focus on performance and efficiency has its advantages in terms of the quality of educational services, but it actualizes the risks of the elimination of social and moral aspects of educational values.

New information and communication technologies (ICTs) provide educators and students with new approaches to improving teaching and learning processes (Pisoni, 2019). At the same time, the use of new environments requires new values. Here, a rather significant contradiction is noted since the process of innovation takes place actually online. Consequently, the value characteristic of these processes must also be dynamic. At the same time, no single educational program or strategy can correlate practically-oriented and theoretically-oriented principles. That is why the European Union's model of values emphasizes self-organization and freedom. Such principles require a high level of intrinsic value orientation. However, the advantages of such a synergetic model of values are also obvious, as participants of the educational process become aware of the elements of value, understanding their essence and specificity, rather than just getting formally acquainted with them. Such a worldview paradigm is progressive and proves to be effective in European communities.

New technologies are automatically positioned as material values. In particular, elements of virtual reality, artificial intelligence, and digital learning are already new material values (Makransky & Lilleholt, 2018). In recent years, there has been a boom in the distance learning format (Sherman et al., 2022). The European educational community, realizing the challenges that may arise for participants in the educational process due to the use of innovative technologies, immediately began the process of aligning material and spiritual-intellectual value priorities.

The need for realizable values in the educational system is dictated by the persistence of digital

gaps in Europe, which are characterized by a lack of coherence between traditional and innovative elements of social development (Year et al., 2020). At the same time, the European educational system has developed an actual system of organization of the educational space, which has all the possibilities to preserve axiological balances of different levels in education (traditional-innovative, training-education). Under such conditions, the problem of correlation and interaction of practical and attitudinal values acts as an important organizational factor of the educational system. Values are transformed from the status of theoretical and attitudinal to the status of practice-oriented, which allows you to cover not only specific educational problems but also social aspects in general.

In general, the value elements of contemporary European education can be conventionally divided into two clusters (see Fig. 1).
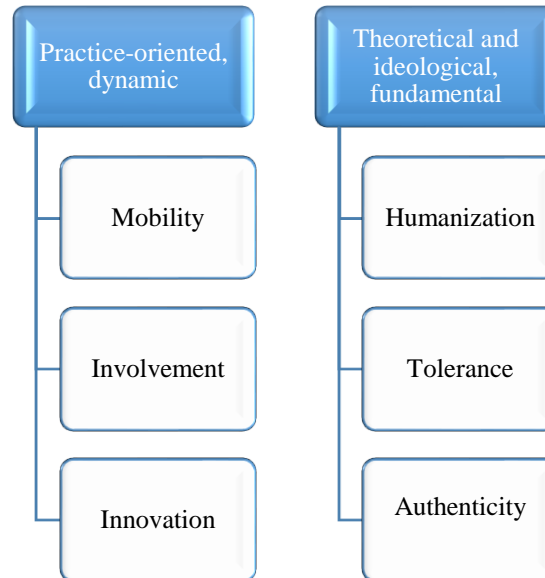
Fig. 1. The main value components of the European educational system.
Source: authors' own development.

As Snijders et al. (2019) show in a study of European graduates, the principles of trust, benevolence, and emotional attachment remain relevant even after graduation. The loyalty of participants in the educational process is one of the prerequisites for the formation of humanistic principles of the educational process. When such loyalty is retained even after active learning, it can be argued that the moral-ethical and attitudinal axiological priorities of European educational institutions' graduates are stable.

The positive attitude of the participants of the educational process (Saloviita, 2020) gradually turns from a banal psychological attitude into a value constant, which increasingly demonstrates its importance in issues of educational quality. Previously, pedagogical competencies were fundamental elements of professional values. Now the issue is relevant in the context of the professional environment in which an educator should not only realize himself professionally but also receive spiritual and moral satisfaction from the educational process. The professional climate in education acquires new meanings and becomes a fundamental value dimension.

The key to the success of the educational system is its focus on innovation and progressiveness. Permanent conditions of society development under conditions of technological and informational progress adjust the target elements of educational activity. In particular, soft-skills and digital-skills become as important as hard-skills. Under such conditions, the educational system acquires another value orientation - innovativeness, without which the assimilation of information and communication technologies is meaningless in the educational activity. A key goal of higher education in Europe is to align educational programs and strategies with innovative advances in science and technology and extrapolate them into everyday life (Hämäläinen et al., 2019).

The European Digital Competence Framework for Education Representatives (DigCompEdu) implements methodological approaches of innovativeness and progress and development orientation (Caena & Redecker, 2019). The concept of mobility in this dimension is a relevant value element in the construction of educational strategies. The dynamism of socio-cultural development needs educational mobility in all its manifestations (organizational, learning, educational). At the same time, in order to avoid the chaotic nature of such manifestations, the value guide to educational mobility is designed to streamline the educational activity of the participants.

One of the factors that shapes the value orientation on educational mobility is variability. The possibility of choice, which is provided in the European education system, largely determines the development of individuality (Vodă & Florea, 2019). This characteristic is a key value parameter in the construction of educational mobility. All the more so because such value priorities are based on strong practical support. In particular, digital pedagogical assets become a relevant mechanism that expands both pedagogical opportunities and educational potential (Wojciech et al., 2021).

Philosophical studies of the European educational space give rather contradictory results. On the one hand, the new progressive information-technological elements in education are an indicator of innovativeness in this sphere. It activates innovativeness as a value of the education system as a whole. At the same time, a deeper analysis demonstrates the paradoxical state of affairs in the educational space, when transformation and transformation in education become a guarantee of the permanence of this sphere of social activity (Leal Filho et al., 2019). The uniqueness of the axiological dimensions of European education lies in the fact that thanks to the latest technologies, the identity of the educational system is preserved. The introduction of technological and digital learning environments, the increasing informatization, and the communicativeness of the educational process contributes to the preservation of traditional socially oriented values. Therefore, the authenticity of educational systems is supported by innovative principles. This interaction is a clear confirmation of the prospect of a synergistic approach in the renewal of the system of values in the European educational environment.

Gifford (2021) notes that it is the educated youth who are more active in shaping identity in modern society. Guided by a combination of traditional educational training and the use of innovative educational systems, education aspirants create a national and European identity. Educational activity, expressed in the alternation of contradictory and conciliatory manifestations, defines tolerance as a value orientation of the educational process performance. Education with its theoretical-methodological and practical-pedagogical arsenal in combination with the value orientations of tolerance acts as a mechanism for the formation of a common worldview value paradigm.

The value attitude of tolerance manifests itself not only in social interaction. Respect for the natural environment in the modern civilized world is just as relevant and requires new values. The problem of biodiversity has given rise to a new axiological format of biosphere values. The traditional model of prohibitions and restrictions gives questionable results of effectiveness. Therefore, in the countries of the European Union, trends of biosphere values in the educational space are actively formed. Acquired knowledge or worldview beliefs in the process of education are much more effective in further human activities because they actualize the moral and ethical essence aspects. The negative impact on nature is significantly reduced when a person has an awareness of the negativity of this process. This is how a system of values is formed, passing through the stage of formation and awareness in the educational environment.

The peculiarity of the socio-values principles of the European educational system is the involvement of all participants in the educational space. Traditionally, the system of values had a conservative and well-established character and was positioned as an obligation to fulfill, and the difficulties associated with its transformation. However, today's rapid civilizational development determines the dynamism of the value paradigm. In today's educational environment, values are not only mandatory. Each participant in the educational process acquires stakeholder status, and with it, the ability to construct a model of value inherent in its principles. Of course, the generally accepted system of values is immutable and mandatory. At the same time, the individual model of value behavior in the educational space is actualized. The axiological motto of Europe's current educational system is freedom of action. Under such conditions, the value priorities of both educators and applicants for education are taken

into account, starting from early childhood (Van Krieken Robson, 2019).

Ramberg & Watkins (2020) analyze the activities of the European Agency for Inclusive Education Statistics (EASIE), focusing on a comparative analysis of data on inclusive education in selected European countries. The principle of inclusion is a fundamental value priority of European education. This is how the common civilizational values of European society and educational axiological attitudes are aligned. Values such as human rights, equality, justice, etc. are reducible to a single denominator.

At the same time, providing the value constant of involvement in the educational space is rather difficult and requires considerable organizational and pedagogical efforts. The process of identifying the participants of the educational process who require special conditions for full activity in it is important. The next step is to develop logistical and organizational elements to form an accessible learning environment. Finally, a system of analysis and monitoring is needed to provide information on the effectiveness of the learning environment for all participants. When these conditions are provided we can talk about creating a socially oriented value worldview paradigm. The socio-philosophical aspects are key in such a paradigm because the main goal of engagement is societal value elements.

Historically, education performs the function of establishing a societal paradigm (Aramburuzabala et al., 2019). However, the dynamism of social development constantly alters the elements of this paradigm. The social commitments of educational institutions introduce contradictions into the educational process in certain ways but are binding through the social fundamentality of education in civilizational advancement.

One of the practical results of the globalization of education has been its internationalization at the local and international level. A socio-philosophical analysis of the European education system reveals the actualization of several values that correspond to the principles of integration of the educational space in European countries (Knight & de Wit, 2018). Mobility in the practically oriented dimension and tolerance in the theoretically outlook direction characterize the axiological priorities related to the harmonization of educational systems of different countries in a single European educational space.

A separate socio-philosophical value dimension of European socio-cultural realities is the consistency of educational and socio-political values. In particular, a consistent relationship between the level of education and the correlation between Eurooptimism and Euroscepticism is actualized. The results of Kunst et al., (2020) point to the lack of critical influence of education on political beliefs regarding further European integration strategy. Such realities fundamentally change the paradigm that has long provided for an ideological component in the educational process. Modern progressive trends in European education are based on democratic values that exclude the possibility of using the educational space as a platform for the formation of political views. At the same time, it has been noted that less educated populations are much more susceptible to radical or skeptical attitudes toward any socio-political initiative (Dijkstra et al., 2020). This suggests that the value system relevant to the educational system is able to translate these values to other spheres of social activity - political, economic, or cultural life. Hence, socio-philosophical values in education have a synergetic potential.

Conclusions

Consequently, the modern European education system is at the stage of renewal of value orientations. Consequently, the need for a comprehensive comprehension of axiological transformations in education is actualized. One of the important segments of the axiological paradigm is the socio-philosophical analysis aimed at highlighting the alignment of human and socio-dimensional value aspects both within the educational environment and in the context of civilizational values. The European educational space acquires new theoretical, philosophical, and practical-dynamic value contexts, which influence (and sometimes determine) the social development of the community. Among the most controversial problems of the renewed value cluster of European education is the imbalance between traditionalism and innovativeness. This dichotomy gives rise to a number of social problems related to the quality of education and the effectiveness of its functions in society, the state, the European Union. There is a need to harmonize the value principles of European education to ensure the social welfare and innovative nature of the development of the European educational environment. Correlation should be realized by updating the existing value paradigm and the actualization of such axiological settings of social character as:

mobility, innovation, involvement, humanization, tolerance, authenticity. New value educational priorities are intended to preserve the existing norms of material and spiritual priorities of the European community and determine the prospects of development of the educational sphere in the context of progressive civilizational development.

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